



TITLE II, Part A – Teacher and Principal Training and Recruiting Fund

PLAN FOR FY2008

APPLICATION FOR A SUBGRANT - Supplemental to e-grant ESEA- No Child Left Behind Act of 2001

I. NEEDS ASSESSMENT – Purpose and Process

Individual School Teacher Involvement, Collaborative Planning and Application Preparation

Purpose of the LEA needs assessment and LEA use of the needs assessment (See Guidance E-11 to E-18 *):

Guidance E-11:

“The purpose of the needs assessment is to determine the needs of the LEA’s teaching force in order to be able to have all students meet challenging State content and academic achievement standards.”

“The LEA uses the needs assessment to identify local teacher quality needs. Among other things, the assessment should identify those needs that must be addressed if the LEA is to have all teachers highly qualified by the end of the 2005-2006 school year [or rural district or special education teacher flexibility timelines]. The assessment should take into account:

- 1. The activities that the LEA must conduct in order to give teachers the means to provide all students with the opportunity to meet challenging State content and academic achievement standards; and*
- 2. The activities that the LEA needs to conduct in order to give principals the instructional leadership skills to help teachers provide all students with the opportunity to meet challenging State content and academic achievement standards [Section 2122(c)(2)].*

A needs assessment also identifies those areas that an LEA should strengthen, such as areas of weakness in student academic achievement, as part of a meaningful plan for professional development and hiring. The LEA uses the results of this assessment to plan its Title II, Part A activities, keeping in mind its student achievement goals and its plan for ensuring that all teachers in core academic areas meet the “highly qualified requirements by the end of 2005-06 school year [or flexibility timelines].”

In Summary:

- Determine the needs of the teaching force in order to be able to have all students meet the state standards, and to have all teachers highly qualified by 6/30/06 or flexibility timelines. (E-11)*
- Determine the activities needed to give principals the instructional leadership skills to help teachers provide all students with the opportunity to meet the State standards. (E-13)*
- Identify those areas that should be strengthened, such as areas of weakness in student academic achievement. [E-11]*
- Since the law requires each LEA to develop a strategy for closing the achievement gap that separates low-income and minority students from other students [2122(b)(2)] – the LEA needs assessment should engage teachers, principals and other staff in identifying key professional development and hiring needs to address this critical area. (E-17)*



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“The law states that the needs assessment must reflect the needs for professional development ‘as identified by the [LEA] and school staff,’ and requires the LEA to conduct its needs assessment ‘with the involvement of teachers, including teachers in schools participating in programs under part A of Title I’ [Section 2122(c)(1) and (2)]. Therefore the LEA needs to involve teachers at individual schools in the needs assessment process. How it does so (e.g., through surveys, focus groups, and other means of collecting data) is left to the LEA and its staff to decide.” [Guidance E-16]

The application must include “A description of how the local educational agency, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of activities to be carried out under [Title II-A] and in the preparation of the application.” [Section 2122(b)(7)].

“The data necessary for determining teacher needs might include information such as: student achievement data, information on national and State initiatives, projections of the professional development necessary to ensure that all teachers of core academic subjects meet the highly qualified requirements in Section 9101(23), scientifically based research on proposed programs and strategies, projections of teacher supply in critical areas, student enrollment data, program assessment data, and community and business input.” [Guidance E-13]

The local assessment is likely to reflect a wide array of needs, not all of which the LEA may be able to address with limited fiscal and non-fiscal resources. Rather than try to address all of these identified needs, consistent with the content requirements for local applications in Section 2122(b), the district must plan its uses of Title II, Part A funds in those ways most likely to produce positive results in teaching practice and the achievement of all of the district’s students. [Guidance E-15]

Describe how:

- the LEA involved teachers at individual schools in the needs assessment process (e.g., through surveys, focus groups, and other means of collecting data)**
- the district, teachers, paraprofessionals, principals, other relevant school personnel and parents collaborated in the planning of activities to be carried out and in the preparation of the application**



II. TARGETING FUNDS

The district must target II-A funds to schools that [Guidance E-14]:

- (1) have the lowest proportion of highly qualified teachers*
- (2) have the largest average class size, or*
- (3) are identified for school improvement under Section 1116(b) of Title I-A [Section 2122 (b)(3)].*

Consider whether to target funds to help meet Title I responsibilities:

- a. Work in consultation with schools as they develop and implement their plan or activities under Section 1119 [Section 1112(c)(I)(H)]*
- b. Comply with the requirements of Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development [Section 1112(c)(1)(1)]*
- c. Ensure, through incentives for voluntary transfers, professional development, recruitment programs etc. that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers [Section 1112(c)(I)(L)]. [Guidance E-14]*

Explain how the district targeted II-A funds for 1, 2, and 3 above and LIST SCHOOLS targeted:

- 1.**
- 2. (CSR – see p. 9, item ** #2 regarding listing of specific schools in that section)**
- 3.**



**II. NEEDS ASSESSMENT SUMMARY OF DATA
AND PLANS FOR MEETING THE TEACHER QUALITY PERFORMANCE INDICATOR PLANS
(A. 1 and A. 2)**

Summarize the process and results of the needs assessment for:

- A. *meeting the performance indicators for ensuring that all teachers who are teaching in core academic subjects by 05-06*
 - 1. *meet the definition of “highly qualified” (as defined in section 9101(23) by the end of 05-06 (*or rural district/special education teacher flexibility timelines)*
 - 2. *receive “high quality” professional development to enable them to meet the highly qualified teacher requirements by the end of 05-06 or flexibility timelines and to be effective teachers (**meaning they will continue to receive high quality professional development**)*
- B. *professional development*
- C. *hiring.*

- A. 1. PERFORMANCE TARGET: 100% of core academic classes will be taught by “highly qualified” teachers by June 30, 2006 (* or rural district timeline for Churchill, Elko, Esmeralda, Eureka, Humboldt, Lander, Lincoln, Mineral, Nye, Pershing, Storey and White Pine; or special education teacher flexibility timeline).

The following data needs to be provided on teachers who are teaching core academic subjects who have met the requirements of a “HIGHLY QUALIFIED TEACHER” as per NCLB [refer to www.doe.nv.gov, click on NCLB, and then “NCLB Highly Qualified Teacher Requirements”].

Total number of core classes taught in the district = _____
Total number of core classes taught by highly qualified teachers = _____
Percentage of core classes taught by highly qualified teachers = _____
Percentage of core classes taught by highly qualified teachers in
 high poverty schools _____
 low poverty schools _____

Date this data was collected = _____ (Please provide the most current data available.)

Performance Target

For Carson, Clark, Douglas, Lyon, Washoe:

The performance target was to have 100% of core academic classes taught by teachers who met the highly qualified teacher requirements by June 30, 2006 (or special education teacher flexibility timeline).

For the Other “Rural” Districts:

Teachers in non-Title I schools must be HQ in at least 1 subject by June 30, 2006.

Newly hired teachers in Title I schools must be HQ in at least 1 subject upon employment at the school.

If HQ in at least 1 subject, they have the following amount of time to become HQ in the additional subjects they teach: - current employed teachers (hired as of March 15, 2004) by June 30, 2007



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- newly hired teachers have three years from their date of hire.

Disaggregate your data by the projected number of core classes & percentage of classes that will not be taught by teachers who meet the highly qualified requirements by 6/30/07 because they:

	Number	Percentage
Qualify for the rural flexibility timeline:	_____	_____
Qualify for the special education flexibility timeline:	_____	_____
Are enrolled in an alternative route program in regular education but will not have demonstrated subject matter competency	_____	_____
Are enrolled in an alternative route program in special education but will not have demonstrated subject matter competency	_____	_____

Considering the flexibility provisions, what is the estimated percentage of academic classes that will be taught by highly qualified teachers by June 30, 2007? _____

DESCRIBE THE DISTRICT'S PLAN for ensuring that all teachers meet the highly qualified teacher requirements no later than June 30, 2007 (*or rural district or special education teacher timeline) and include how the district will use funds to meet the performance target A.1. Match the district's plan, including funding plan, to the need to get identified teachers (below) highly qualified by June 30, 2006.

Reason For Being Classified as Not Highly Qualified	Percentage
a. Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	
b. Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	
c. Elementary school classes taught by teachers who are not fully certified (and are not in an alternative route program)	
d. Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter knowledge in those subjects	
e. Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	

Who in your district is responsible for ensuring the teacher is carrying out his/her plan to become highly qualified by 6/30/06 and monitoring school site annual measurable objectives, so the Title II-A Consultant can monitor the district/school site Annual Measurable Objectives and provide technical assistance as necessary?

Name: _____ **Title:** _____



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- A. 2. PERFORMANCE TARGET: 100% of teachers teaching a core academic subject will be receiving “high-quality” professional development as defined in Section 9101 (34) to enable them to become highly qualified and effective classroom teachers by June 30, 2006.

Refer to “Teachers Receiving ‘High-Quality’ PD – Performance Indicator (Title II, Part A)” posted to the NVDOE website at www.doe.nv.gov under “NCLB” to assist with assessing whether a teacher is receiving high-quality professional development. The purpose of this professional development is to ensure not only that teachers of core academic subjects are able to meet the requirements of a “highly qualified teacher” (as defined in NCLB 9101(23)) but also that teachers of core academic subjects are “effective” teachers as well.

Total number of core academic teachers = _____

Percentage of core academic teachers who are currently receiving high-quality PD = _____

Date this data was collected = _____ (Please provide the most current data available.)

Does each school have the performance target that 100% of core academic teachers will be receiving high quality professional development? (School site AMO was a federal requirement.) _____

Who in your district is responsible for ensuring the school sites have met the performance targets, so the Title II-A Consultant can monitor the district/school site compliance and provide technical assistance as necessary?

Name: _____ Title: _____

DESCRIBE THE DISTRICT’S PLAN for ensuring that 100% of core academic teachers will be receiving high quality professional development and include how the district will use funds to meet the performance target A.2.



B. An Assessment of Local Needs for PROFESSIONAL DEVELOPMENT

A school district is required to develop a written plan that describes how it developed the professional development activities included in this application. “Needs assessment: the process of determining the gaps in student and staff performance and figuring out what staff skills and competencies are necessary to close the performance gaps.” (*Professional Development: Learning From the Best*, p. 19)

[STUDENT PERFORMANCE data is included in the consolidated needs assessment process.]

STAFF KNOWLEDGE, SKILLS, AND COMPETENCIES NEEDED ALIGNED TO STUDENT PERFORMANCE:

Note: The district needs to involve teachers at individual schools in the needs assessment process including teachers participating in programs under Title I-A e.g., through surveys, focus groups etc. (Guidance E-16)

1. **Based on the needs assessment, describe the teacher/principal and in appropriate cases, paraprofessional staff knowledge, skills, and competencies that are needed to close student performance gaps:**

[2123(a)(3)(A)] concerning -

- (i) core academic subjects the teachers teach
- (ii) effective instructional strategies, methods, and skills, and use of challenging State academic content and student academic achievement standards, and State assessments, to improve teaching practices and student academic achievement

2. [2122(b)(9)] Describe how the district will provide training to enable teachers to:

- (A) **give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet state and local student standards;**
- (B) **enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs including students who are gifted and talented, and students with limited English proficiency;**
- (C) **enable teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students;**
- (D) **enable teachers to understand and use data and assessments to improve classroom practice and student learning (e.g., as per the state initiative – provide teachers with the opportunity to learn the principles of assessment FOR learning and meet outlined assessment literacy competency standards)**



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D. An Assessment of Local Needs for HIRING

Describe the district's assessment of status and needs under each of the items 1-6 below for hiring highly qualified teachers and the conclusions from assessing the district's needs for hiring:

- 1. To teach in academic subjects in which there exists a shortage of highly qualified teachers within a school or within the school district**
- 2. To teach in schools in which there exists a shortage of highly qualified teachers**
- 3. Of children with special needs**
- 4. Who are teaching specialists in core academic subjects who will provide increased individualized instruction to students**
- 5. To reduce class size (Complete the "Class Size Reduction" Section III if there is a need and priority to use Title II-A funds for CSR)**
- 6. Describe how the hiring components planned using II-A funds are part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students. [2122(b)(2)]**
 - *Since the law requires each LEA to develop a strategy for closing the achievement gap that separates low-income and minority students from other students [2122(b)(2)] – the LEA needs assessment should engage teachers, principals and other staff in identifying key professional development and hiring needs to address this critical area. (E-17)*
 - *Note: The USDE is monitoring that the SEA has a written equity plan for ensuring that poor or minority children should not be taught by inexperienced (less than 3 years of teaching experience), unqualified, or out-of-field teachers at higher rates than are other children.*
 - *Data:*

	High Poverty Schools	Low Poverty Schools	High Minority Schools	Low Minority Schools
% of core classes taught by highly qualified teachers				
% of core classes taught by experienced teachers (at least 3 years of teaching experience)				

**III. CLASS SIZE REDUCTION****Check here if no funds are being used for class size reduction _____.**

- Only fill this section out if the needs assessment indicates a need and district priority to use II-A funds for CSR.
- If the district need/priority is to use II-A funds for CSR, the district must target funds to schools that have the largest average class size (Guidance E-14).
- II-A funds must be used to supplement, and not supplant, any non-Federal funds that would otherwise be used for Class Size Reduction.

Describe:

- **other funds that are being used to reduce class size [e.g., state funds as outlined in NRS 388.700-720], and**
- **to what level that funding listed above is allowed for the grades you are requesting use of II-A funds [e.g., NRS 388.700-720 ratio for K-3 is 15:1 but the 07-08 variance from CSR requirements is K (21:1), 1 (15.5:1)].**

Do teachers to be hired for class size reduction already meet the NCLB “highly qualified” requirements (as required in statute – 2123(a)(2)(b)? _____

1. Student/Teacher Ratios**Check how the district is determining class size:**

_____ **Average (Total number of students divided by number of classes for the grade)**
_____ **Maximum (Greatest number of students in any regular class serving that grade)**

Indicate the class size for the K-12 grades for which the district intends to hire teachers (before and after CSR using II-A funds (ex. K: 24.4 to 15):

Kindergarten	_____	Fourth Grade	_____	Ninth Grade	_____
First Grade	_____	Fifth Grade	_____	Tenth Grade	_____
Second Grade	_____	Sixth Grade	_____	Eleventh Grade	_____
Third Grade	_____	Seventh Grade	_____	Twelfth Grade	_____
		Eighth Grade	_____		

2. Narrative Description

Describe the plan to reduce class size by hiring highly qualified teacher(s).

**** On p. 3 there should be an explanation regarding how the district is targeting funds to schools that have the largest average class size, but please list schools under item #4 “Class Size Reduction Budget” below.**

3. Evaluation

Explain how the district is evaluating the impact of reduced class size on student achievement.

[Ex. Comparing state testing data pre/post scores of students in CSR classrooms with a control group on non-CSR classrooms] If using funds for CSR another year, include the evaluation results obtained.

4: Class Size Reduction Budget

Position/Grade Level Taught (ex. Miller School reg. ed – 1st)	FTE For a position (ex. .50)	Salaries/ Benefits	Total Budgeted
1.			
2.			
3.			
4.			
5.			
Totals			



IV. PRIVATE SCHOOL INVOLVEMENT

Check here if there are no non-profit private schools in this district _____

The Private School Directory is available at the Department website: www.doe.nv.gov, under the “Resources” link. Nonprofit schools are designated by @.

- Refer to Title II-A Guidance (August 3, 2005) - “Private School Participation” (H-1 to H-28)
- Refer to the Title IX, Part E Uniform Provisions Subpart 1 – Private Schools Guidance
 - Refer to the USDE Office of Non-Public Education Ph: 202-401-1365;
E-mail: OIINon-PublicEducation@ed.gov
Web site: <http://www.ed.gov/about/offices/list/oii/nonpublic/index.html>

The following school district efforts will be monitored - to include the nonprofit private schools in timely and meaningful consultation to design the professional development plan and participate in professional development activities.

Title II-A activities must include timely and meaningful consultation with appropriate private school officials from participating non-profit private schools. The applicant must send a registered letter to each non-profit private school in the district with notification that the nonprofit private school teachers, principals, and other educational personnel are eligible to participate in the Title II-A program to the extent that the district uses funds to provide for professional development for teachers and other educational personnel in a timely manner and on an equitable basis. The district has to assume that it is spending at least as much II-A funds each year for professional development as it did with FY02 funds under the former Eisenhower PD and CSR programs even if the district transfers some II-A funds to other programs.

Districts must consult with appropriate private school officials during the design, development, and implementation of the professional development program on such issues as how the needs of children and teachers will be identified, what services will be offered; how, where, and by whom the services will be provided; how the services will be assessed and how the results of the assessment will be used to improve those services; and how and when the district will make decisions about the delivery of services. Consultation on the delivery of services must include a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.

The professional development program for private school educators does NOT have to be the same as the professional development program for public school teachers. Districts must assess the needs of private school personnel in designing the professional development programs for that personnel.



V. PROGRAM DESCRIPTIONS

Title II-A Funded Components

In addition to using Title II-A funds to ensure teachers meet the “highly qualified” requirements, and hiring to reduce class size, list for **each** additional component the **descriptions 1 and 2**. Number and title each component. Make sure that items in the component Supplementary Schedule can be tracked to the narrative below.

DESCRIBE FOR EACH COMPONENT THE PROPOSED ACTIVITY TO BE FUNDED BY TITLE II-A: (professional development, recruitment, hiring, retention, improving the quality of the teacher force, teacher advancement initiatives...)

Note: Revised Figure 3A from *Assessing Impact* by Killion, NSDC (p. 31)-

Backmapping Model for Planning Results-Based Staff Development To Increase Student Achievement:

Step 1: Analyze Student Learning Needs

Step 2: Analyze School/District Context, e.g., clarify goals

Step 3: Develop Improvement Goals

Step 4: Identify Educator Learning Needs

Step 5: Review Results-Based Staff Development Interventions [SBR]

Step 6: Plan Intervention, Implementation, and Evaluation

Step 7: Implement, Sustain, and Evaluate Staff Development Intervention

(Also refer to Appendix C “*Staff Development Planning Guide*”)

1. a. Describe the proposed **PROFESSIONAL DEVELOPMENT PLAN INTERVENTION** (component activity or set of activities) that will be made available to teachers and principals.

What is the **improvement goal** - what does the intervention intend to accomplish?

Ex. Improve elementary students’ ability to read.

What are the **measurable objectives** - what changes are anticipated for students and educators and to what degree? Measurable objectives state baseline, outcome indicator, standard or performance indicator and timeline.

Measurable objectives for students:

Ex. The school district percentage of 3rd graders reading at or above grade level was 51% according to spring 2005 State CRT results. There will be a 20% increase in the number of 3rd graders reading at or above grade level as measured by the spring 2006 State CRT results.

Measurable objectives for teachers:

A pre-assessment of K-3 teachers’ knowledge of literacy instruction including use of classroom assessment tools was administered September 2004 to establish a baseline on teacher knowledge. The same assessment will be given May 2005 as a post-test to measure teacher increase in knowledge. Results of that post-test will be used in 05-06 to compare for a possible correlation with student results on CRTs, and NRTs.

Activities: describe actions planned to accomplish the objectives.



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Ex. Provide 30 hours of professional development over a 3 month period including coaching so teachers know how to use classroom assessment tools to assess the needs of individual students, tailor instruction to meet specific needs, and monitor individual student progress through PALS Diagnostic Inventory, Individual Reading Inventory, Running Records and Think Alouds.

Provide coaching 2x/month throughout the school year for K-3 teachers in implementing new instructional strategies in the areas of phonemic awareness, phonics, fluency, comprehension – vocabulary, and text comprehension.

- b. Describe how the professional development intervention will be aligned with state academic content and performance **STANDARDS**, and state **ASSESSMENTS**

[Section 2122 (b)(1)(A)(i)(ii); PD Definition 9101 (34)(A)(iii; viii)].

- c. Describe how the intervention is based on a review of **SCIENTIFICALLY BASED RESEARCH** [Section 2122 (b)(1)(B); PD Definition 9101 (34)(A)(vii)(I)].

Explain why it is expected to improve student academic achievement by linking:

- the identified student and staff needs
- and the intervention to address these needs
- to the evidence from high-quality research (SBR) to support the effectiveness of this intervention on improving student achievement.

[Refer to “Scientifically Based Research”, a 7 page document compiled by Leslie James 3-27-03.]

Fill out the table below as applicable to the intervention:

1. **Gold Standard/Experimental Design:** a study in which the following conditions are controlled: Environment, Treatment, Assignment to experimental and control groups. (A-F = “Yes”)
2. **Silver Standard/Quasi-experimental Research:** Similar to experimental design. However the researcher cannot control one of the following 3 elements of a research design: Environment, Treatment, Assignment to experimental or control groups. (Ex. A, D, may be “No”)
3. **Bronze Standard/Descriptive Study:** A descriptive study reports the way things are. It is also used to summarize, organize, and simplify data. This type of research method cannot directly attribute effectiveness/change to the intervention/program/practice.

Title of Study:		
Purpose of Study:		
Method:		
	Present in Study	
	Yes	No
A. Subjects randomly assigned to control and experimental groups		
B. Experimental group receives the intervention/innovation under investigation		
C. Control group does not receive any treatment or receives a different intervention/innovation than the experimental group		
D. Conditions are controlled (e.g. materials, teacher training/experience, type of school, student population, etc.)		
E. The research is based on experiment or observation by outside researchers (not the program developer)		
F. The study appears in peer-reviewed journals or has been independently reviewed		



Web Resources for Evidence-Based Interventions:

What Works Clearinghouse (USDE's web-based databases of high quality scientific research; "Help" desk is open; new format to help users "see" evidence)

<http://www.w-w-c.org>

The Center for Comprehensive School Reform and Improvement

<http://www.scrclearinghouse.org/>

The Promising Practices Network (Click on "Proven & Promising Programs" & "Complete List of Programs")

<http://www.promisingpractices.net/>

2. Describe the **EVALUATION PLAN** to ensure the intervention will have a substantial, measurable impact on student academic achievement. The evaluation plan will include implementation of educator new knowledge and skills to increase student academic achievement.

[Section 2122 (b)(1)(B); (b)(2); PD Definition 9101 (34)(A)]

[Section 2122 (b)(2); PD Definition 9101 (34)(A)(xii)]

In addition, for the intervention components you are requesting the use of Title II-A funds for again this year, describe the RESULTS of the evaluated impact on teacher effectiveness and student learning/achievement from the data you have collected during the 2005-2006 program year and before.

Following is information to assist with program description D #2 - describing the EVALUATION PLAN.

EVALUATING TEACHER EFFECTIVENESS AND STUDENT LEARNING

A professional development intervention plan includes both the needs assessment and evaluation. An evaluation framework describes: the changes that are anticipated for educators and students, to what degree, the information that will tell that, the tools or process that will be used to gather the information needed, and when/where/by whom the data will be collected.

Information from SCCPD - PD Standards

Standard 1.3 – Professional development programs are focused upon clearly measurable outcomes.

Principle VII: Professional development is evaluated on the basis of impact on teacher effectiveness and student learning/achievement.

Standard 7.1 Professional development programs must include an evaluation component.

Evaluation plans must contain:

- * **a design**
- * **measurable objectives**
- * **description of instrumentation**
- * **data collection procedures, and**
- * **analysis techniques.**



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Standard 7.2 Professional development should use multiple sources of information to continuously demonstrate impact, guide improvement, and refine activities.

Standard 7.3 Results of evaluations shall be used to improve the quality of subsequent professional development efforts.]

A recommended resource to plan staff development to include the evaluation component is:

Assessing Impact: Evaluating Staff Development, by Joellen Killion, National Staff Development Council (nsdc.org). Refer to: Appendix D “*Mapping an Evaluation Step by Step*”

Appendix E “*Online Resources for Evaluation*” and “*Case Studies*” etc.

The evaluation plan will include information about how the program will work to produce the results for the students, revealing the “transformative process” that starts with inputs and arrives at outputs/results (Killion p. 25, 27):

Resources	Input	Initial Outcomes	Intermediate Outcomes	Results
Trained Coaches Time for Coaching	Teachers receive 30+ hours of instruction in research-based instructional strategies and classroom assessments. Teachers receive bimonthly coaching. Classroom schedules are altered.	Teachers’ knowledge about teaching reading increases. Teachers gain understanding about students’ reading difficulties.	Teachers’ capacity to provide differentiated, high quality reading instruction and to monitor student progress increases.	Achievement in reading increases for all students.



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Activities to Choose From

An LEA that receives a subgrant shall use the funds to carry out one or more of the following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity:

(1) Developing and implementing mechanisms to assist schools in **effectively recruiting and retaining highly qualified teachers**, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available may be used for pupil services personnel only—

(A) if the LEA is making progress toward meeting the annual measurable objectives described in section 1119(a)(2); and

(B) in a manner consistent with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals.

(2) Developing and implementing initiatives to assist in **recruiting highly qualified teachers** (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their fields, including—

(A) providing scholarships, signing bonuses, or other **financial incentives**, such as differential pay, for teachers to teach in academic subjects in which there exists a shortage of highly qualified teachers within a school or within the LEA; and in schools in which there exists a shortage of highly qualified teachers;

(B) recruiting and hiring highly qualified teachers to **reduce class size**, particularly in the early grades; and

(C) **establishing programs that:**

- **train and hire regular and special education teachers** (which may include hiring special education teachers to team-teach in classrooms that contain both children with disabilities and non-disabled children);
- **train and hire highly qualified teachers of special needs children**, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students;
- **recruit qualified professionals** from other fields, including highly qualified paraprofessionals, and provide such professionals with alternative routes to teacher certification, including developing and implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, and using a system of intensive screening designed to hire the most qualified applicants; and
- **provide increased opportunities for minorities**, individuals with disabilities, and other individuals underrepresented in the teaching profession.

(3) **Providing professional development activities**

(A) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning—

- one or more of the core academic subjects that the teachers teach; and
- effective instructional strategies, methods, and skills, and use of challenging State academic content standards and student academic achievement standards, and State assessments, to improve teaching practices and student academic achievement; and

(B) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices and that—

- involve collaborative groups of teachers and administrators;



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- provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
 - provide training in methods of improving student behavior in the classroom; and identifying early and appropriate interventions to help students that have different learning styles learn;
 - provide training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children; and
 - provide training on how to understand and use data and assessments to improve classroom practice and student learning.
- (4) Developing and implementing initiatives to **promote retention** of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide—
- (A) **teacher mentoring** from exemplary teachers, principals, or superintendents;
 - (B) **induction and support** for teachers and principals during their first 3 years of employment as teachers or principals, respectively;
 - (C) **incentives**, including financial incentives, to **retain teachers** who have a record of success in helping low-achieving students improve their academic achievement; or
 - (D) **incentives**, including financial incentives, to **principals** who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.
- (5) Carrying out programs and activities that are designed to improve the quality of the teacher force, such as—
- (A) **innovative professional development programs** (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy, are consistent with the requirements of section 9101, and are coordinated with activities carried out under part D;
 - (B) development and use of **proven, cost-effective strategies** for the implementation of professional development activities, such as through the use of technology and distance learning;
 - (C) **tenure reform**;
 - (D) **merit pay** programs; and
 - (E) **testing** of elementary school and secondary school teachers in the academic subjects that the teachers teach.
- (6) Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to **help talented aspiring or current principals and superintendents** become outstanding managers and educational leaders.
- (7) **Hiring highly qualified teachers**, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
- (8) Carrying out **teacher advancement initiatives** that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.
- (9) Carrying out programs and activities related to **exemplary teachers**.